



Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Webcast Series Part Five:

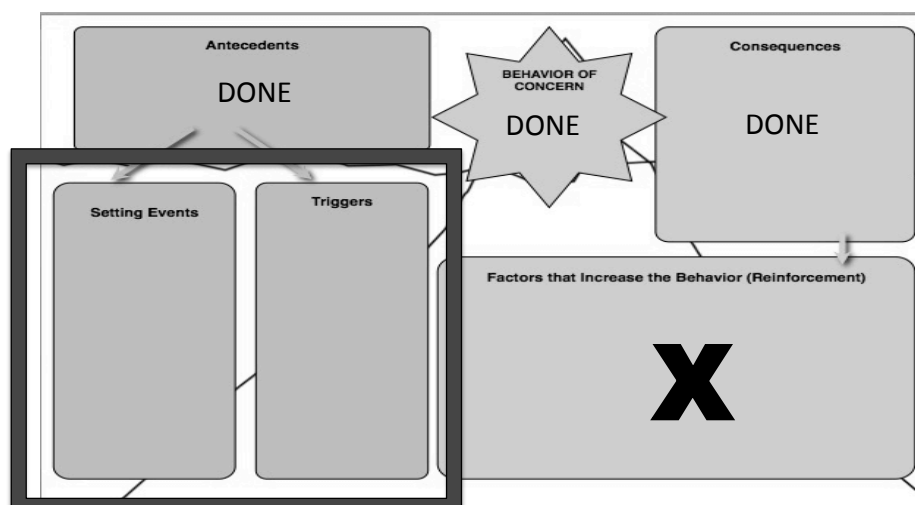
Reinforcing Consequences

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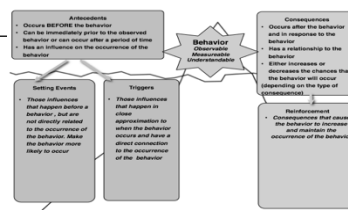
SINCE LAST WEBCAST YOU FILLED
OUT SETTING EVENTS/TRIGGERS



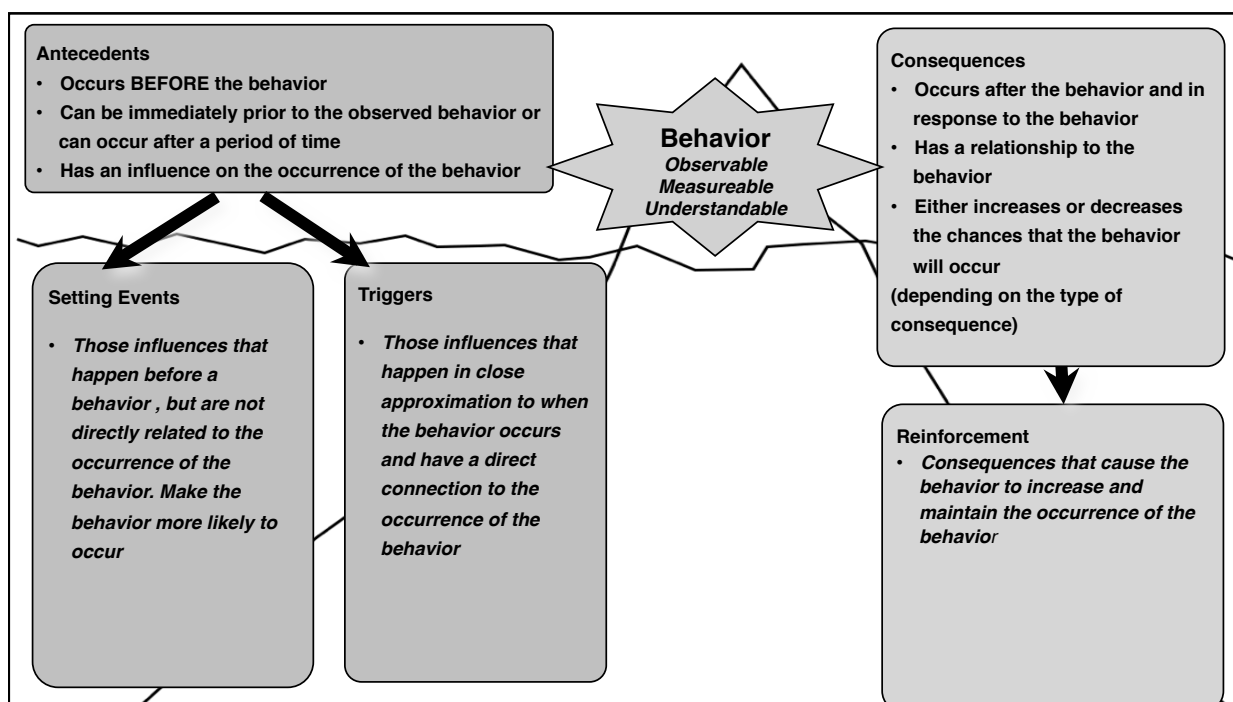
Process of FBA for Individuals with Complex and Challenging Needs

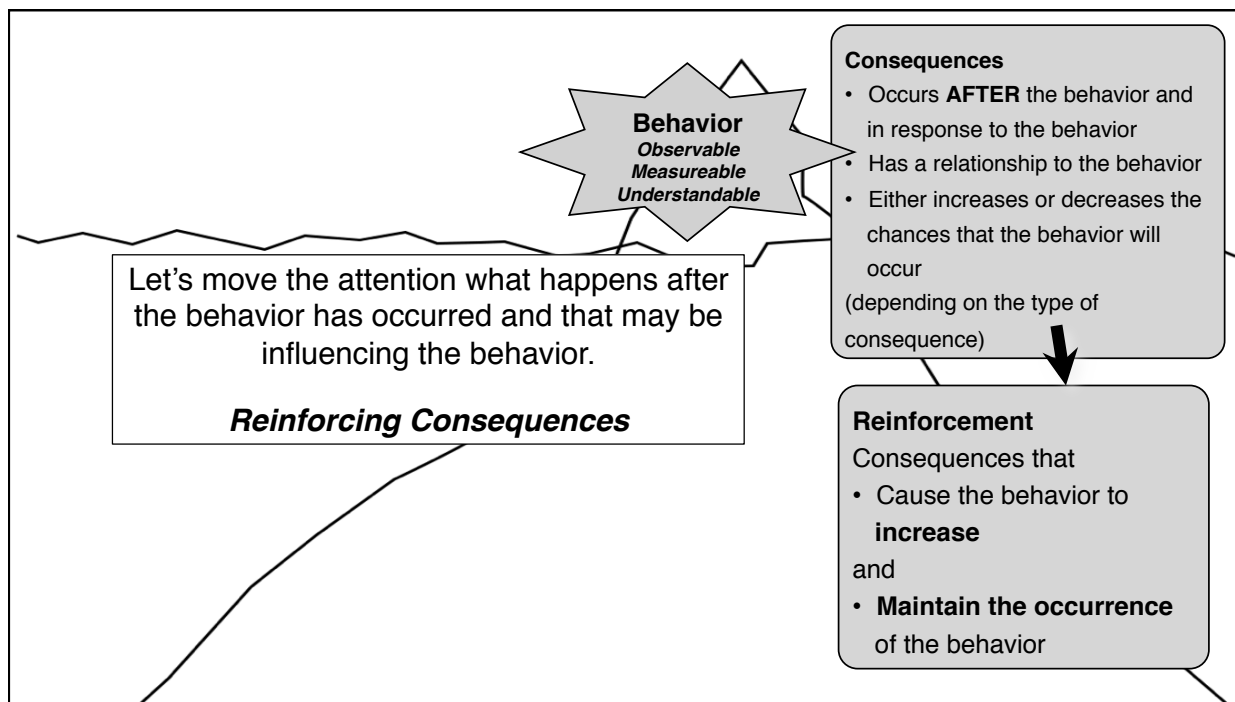
Expanded A-B-C

- Plug in Antecedents and Consequences based on knowledge of individual's specific and individualized information
- Draw Conclusions of what is driving the behaviors looking under the surface



OCALI





Reinforcement

“Reinforcement”

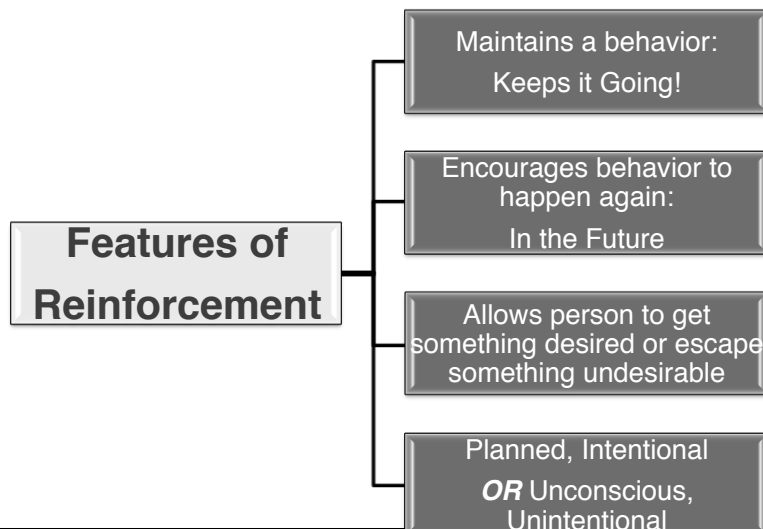
- Can be what one does *purposefully* to encourage a person to continue or repeat a behavior
- *Example: Token, praise, stars, money*

OR

- What someone does *unconsciously* that accidentally causes a behavior to continue
- *Example: Gaining attention, being left alone, getting a choice*



Features of Reinforcement



O C A L I

Reinforcement

•Reinforcement may be discussed in two ways:

- As a factor that increases a
- challenging behavior



As a tool teams can use
to teach new behaviors

O C A L I

Reinforcement as a Factor that Increases Challenge Behaviors



Consequences that unintentionally increase the occurrence of a behavior

Student Behavior	Unintentional Reinforcement	Results
Scream loudly	Teacher helps student to understand task	Student may scream next time he needs help/attention
Head Banging (Striking own head on desk/wall)	Adult takes student out of the room	Student may use head banging in the future as a way to escape a undesired environment/activity
Curses in class	Sent to office and does not need to do the class assignment	Student uses curse words when presented with a task he does not want to do

A Word About Punishment

Punishment

- Follows the Behavior

Examples:

1. *Writing spelling words 10 times when you disrupt class*
2. *Lose privilege when you act out*
3. *No playground when you have not finished homework*

Punishment

- Designed to stop or decrease occurrence of a behavior

Punishment:

- Does **NOT** teach new skills
- **No** long term change
- **NOT recommended**

Guidance for Identifying Antecedents and Consequences

Potential Consequences

- *What happens AFTER the behavior begins?*
 - Consider those events that occur naturally as well as those actions that may be imposed by someone else.
1. What do the adults do when the behavior starts? Do they change their actions, behavior, attention, activity, etc. when the behavior occurs or begins?
 2. Who might enter or leave?
 3. What do peers do when the behavior begins? Do they change their activity in any way?
 4. What changes for the individual when he begins the behavior? Does he stop an activity? Obtain an object or assistance? Are requests or demands changed?
 5. Does the individual obtain or avoid some type of sensory input as a result of the behavior?
 6. How does the environment change?
 7. Does the person lose an object or activity because of the behavior (as one might see in a discipline program)?

- Closely examining both **Consequences** and **Reinforcement** can help the team better identify the consequences and better understand WHY the person may continue the challenging behavior

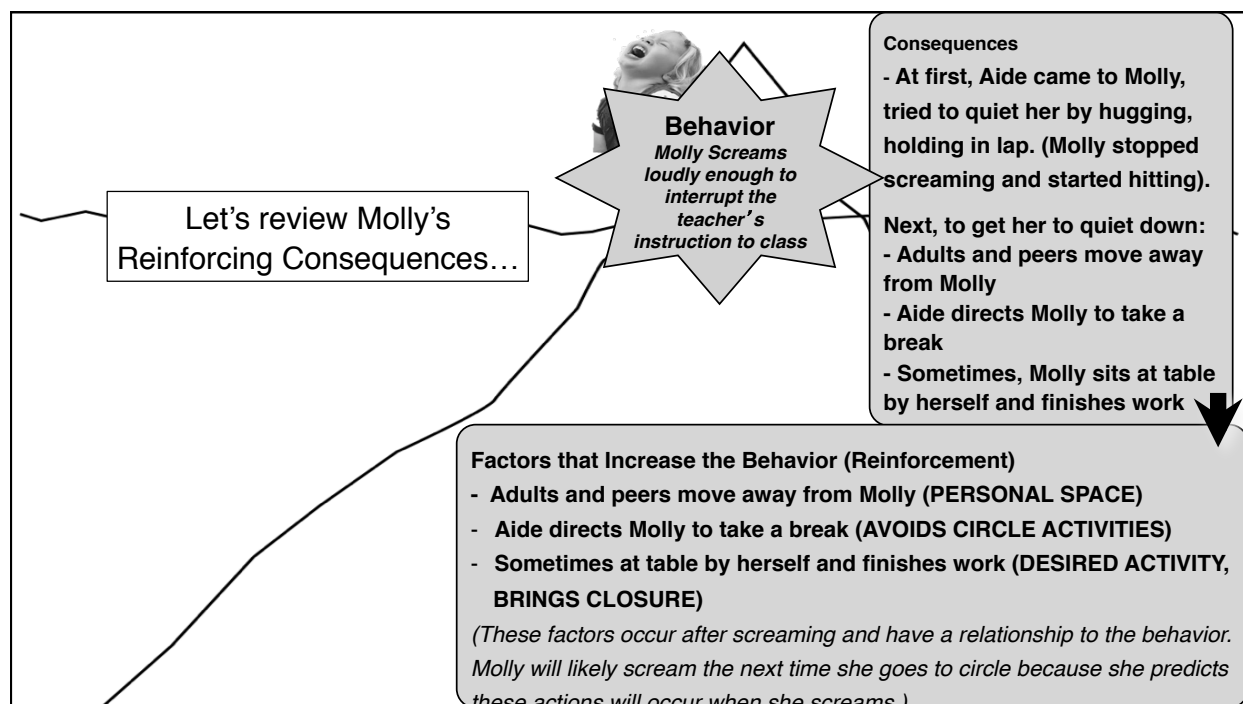


Adult/Peer Actions and Reactions: *Powerful Antecedents and Consequences*

- What do others do before a behavior occurs or in response to a behavior that have an impact on behavior?

Be aware of how often these actions and reactions cause behaviors to occur and reoccur





BEFORE NEXT WEBCAST: FILL OUT REINFORCEMENT

